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ABSTRACT

This report outlines the main ideas generated by participants in a one-day workshop on "Futures in Education," which was conducted by the Temple University Department of Educational Administration in May 1977. The format of the workshop emphasized participating discussion; no formal presentations were made except for reporting the results of a survey of school superintendents and principals. The workshop consisted mainly of four brainstorming sessions that focused in turn on the following questions: (1) what will remain the same in education over the next 10 years? (2) what will be the major changes in education over the next ten years? (3) what do educators need to know to meet the coming changes? and (4) what are the implications of change for programs in educational administration? Also included are results of a survey that asked school superintendents to identify the most important competencies for superintendents out of a list of 62 competencies and asked principals to identify the most important competencies for principals out of a list of 39 competencies. (JG)

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THE FUTURE —— IMPLICATIONS FOR EDUCATIONAL LEADERSHIP DEVELOPMENT

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Department of Educational Administration

Temple University

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PREFACE

As part of the continuing effort to review and improve its programs, the Department of Educational Administration conducted a workshop on "Futures in Education," May 19, 1977. Joining the faculty in this endeavor were school superintendents, principals, graduate students, a school board president, and representatives from the Pennsylvania Department of Education, Research for Better Schools, and the National Association of Secondary School Principals.

The format of the workshop emphasized participating discussion; no formal presentations were made except for reporting the "Survey Results." The topics of "Continuity" and "Change" were brainstormed in the group as a whole; "Next Steps" and "Implications" grew out of small group discussions which were reported back to the entire group for further reaction. In the spirit of brainstorming, the effort to stimulate open, creative thinking was emphasized. Neither the justification for nor the merit of the ideas proposed was critically assessed in the workshop. To promote this objective, the workshop was led by a consultant in group process.

The report which follows contains, in outline form, the main ideas generated by the workshop. The editing of notes from the discussions may have unintentionally altered or misrepresented the original statements. Moreover, a written report of such activity is inevitably incomplete. With these limitations in mind, it is, nevertheless, felt that this report will be useful to anyone concerned about what the future holds for the practice of educational administration.

A special note of appreciation is extended to Donald Boyer, Philip Dehnick, Charles Stefanski, and Harold Wingerd for their assistance in planning the workshop and in preparing this report. Thanks also is due our secretaries, Shirley Rones and Charlotte Brown, for the typing and production of this paper.

Donald L. Walters
Professor and Chairperson

May 19, 1977

FUTURES IN EDUCATION

Workshop

Department of Educational Administration
Temple University

9:00	Refreshments
9:30	Welcome
	Continuity: What will remain the same over the next ten years in education?
	Change: What will be the major changes in education over the next ten years?
10:45	Break
11:00	Next Steps: What do we need to know to meet the coming changes?
12:30	LUNCH
1:30	Perspectives on Preparation for Educational Administration: Survey results
2:15	Implications: What are the implications of change for programs in educational administration?
3:30	Discussion

NOTE: This is a participatory workshop; we want to hear your ideas. The topics listed will be treated in small and large group discussion.

CONTINUITY

What will remain the same over the next ten years in education?

General Environment

1. Consumerism
2. Schools expected to solve all social problems
3. Negative public attitude
4. Apathy or revolt toward tax increases
5. Shortage of money for schools

Organization and Administration

1. Little change in organizational structure
2. Increasing state and federal involvement
3. Litigation
4. Record keeping
5. School facilities
6. Evaluation

Students

1. Compulsory education
2. Declining enrollment
3. Negative attitudes
4. Discipline problems

Program

1. The curriculum
2. Little innovation
3. Emphasis on basic skills and vocational preparation
4. Provision of services for atypical students
5. Little use of technology
6. Community involvement
7. Use of external resource personnel

Personnel

1. Teacher surplus
2. Retrenchment
3. Teacher militancy
4. Unionization
5. Collective bargaining (teacher-administrator-board conflict)
6. Increasing pupil/teacher ratio
7. Labor intensive industry
8. Resistance to accountability
9. Questionable attitudes towards students
10. Certification requirements
11. In-service education

CHANGE

What will be the major changes in education over the next ten years?

1. School relationships with government and the community

   a. Increased government influence on schools

   b. More control of inservice education by state and federal government

   c. Growth in the role and influence of intermediate units

   d. More integration with other governmental agencies, i.e., education as one department within local government

   e. Increased interrelationships between education and other human services

   f. More cooperation between public and private schools

   g. Mandated community participation

   h. Increased community demand for removal of incompetent personnel

   i. More direct involvement of parents in the education of their children

   j. Greater public concern with the effects of collective bargaining

   k. More effective use of arbitration

   l. Better and more extensive use of media

   m. Increased building-level responsibility for public relations

   n. Better dissemination of research findings to consumers and the non-research community

2. Curriculum and instruction

   a. Increased criticism of curriculum

   b. Greater accountability for student outcome

   c. Competency-based evaluation; state-mandated minimum competencies for graduation

   d. Individualized education plans (IEP) for all students

e. More alternatives and options in program and curriculum

f. Increased emphasis on adult education, life-long learning

g. Increased "parenting" of education

h. Greater flexibility for job training

i. More affective learning

j. Increasingly sophisticated technology

k. Greater use of research findings

l. More external doctoral programs

3. Management and personnel

a. Reorganization into 29 school districts, i.e., intermediate units become "local" districts

b. Discontinuance of permanent certification

c. Fewer types of professional certificates

d. More continuing education for all personnel; more middle managers with doctoral degrees

e. More business-trained persons in education

f. Lowering of retirement age for teachers

g. Institutionalization of collective bargaining

h. More unionization of middle managers

i. Re-tooling of veteran teachers

j. Increased management responsibility for personnel performance

k. Refinement of managerial and supervisory skills

l. Greater use of team decision-making

m. Increased documented planning, e.g., MBO

n. More women in administration

o. More bi-lingual administration

p. Better use of volunteers

4. Students

   a. Better understanding of children

   b. Further reduction in age of admission to schools

   c. Increased enrollment associated with life-long education

   d. Less busing of students

   e. Continued emphasis on student rights

5. Funds and facilities

   a. Less emphasis on traditional revenue sources

   b. New budget models based on needs assessment data

   c. Administrators in less "control" of the budget

   d. Less public support for education

   e. Increased emphasis on energy conservation

   f. Renovation versus new construction

   g. Increased utilization of facilities for community activities

   h. Better maintenance programs to extend life of school plant

NEXT STEPS

What do we need to know to meet the coming changes?

1. School relationships with government and the community

   a. Information needed

      (1) The nature of programs of other governmental authorities

      (2) Awareness of social and political movements

      (3) Community expectations for education

      (4) Professional and lay expectations for the control of education

      (5) New means for securing cooperative, representative interaction

   b. Ways to obtain the needed information

      (1) Liaison between governmental authorities

      (2) Technological forecasting

      (3) Survey techniques

      (4) Research on models for cooperative interaction

2. Curriculum and instruction

   a. Information needed

      (1) The educational needs of each student

      (2) How to write and evaluate an IEP

      (3) Organizational consequences of IEP development

      (4) Ways to receive and respond to external input (criticism, research findings, technology)

      (5) Comparative evaluation of university-based programs and external programs

   b. Ways to obtain the needed information

      (1) Needs assessment involving staff, pupils, and parents

      (2) Research on inservice training programs on IEP development

      (3) Experimental research

      (4) Review of existing studies and conduct of pilot studies

      (5) Employer-employee field surveys

3. Management and personnel

   a. Information needed

      (1) State plans for school organization

      (2) Future teacher and administrator pool

      (3) Kinds of students to be served

      (4) Ages, skills of present staff

      (5) Evaluation of present deployment of staff

      (6) Management implementation techniques

      (7) Projected effects of the escalation of unionization

   b. Ways to obtain the needed information

      (1) Liaison with state authorities

      (2) Education projections studies, trend analysis

      (3) Surveys of community and staff

      (4) Program analysis in terms of staff deployment

      (5) Cost analysis

4. Students

   a. Information needed

      (1) Perceptions of pupils needs by students, parents, teachers, educational specialists, and potential employers

      (2) Factors affecting enrollment, e.g., birthrates, family size, population mobility, retention rates, death rates, economic and social factors

      (3) Level of interest in life-long education, i.e., number of persons, types of interest, sources of financial support

      (4) The status of the law affecting student rights

      (5) Society's values on student rights and responsibilities

b. Ways to obtain the needed information

(1) Surveys, follow-up studies, testing programs, interviews

(2) Community census, school census, sociological studies

(3) Questionnaire surveys

(4) Review of court decisions

(5) Attitudinal surveys

5. Funds and facilities

a. Information needed

(1) Measures of wealth and income

(2) Local, state, and federal priorities

(3) Climate for financial support

(4) Administrator-board willingness to try new budget-making models

(5) Administrator budget-making capability and philosophy

(6) Clients to be served and services to be offered

(7) Vacation-work patterns

(8) Energy needs and costs

b. Ways to obtain the needed information

(1) IRS, state, local revenue systems, assessments, welfare rolls

(2) Needs assessments, long-range plans of governmental units

(3) Survey of lobbyists

(4) Attitudinal surveys, pilot tests

(5) Audit reports, surveys of administrators and boards

(6) Census, local surveys and needs assessments

(7) Energy audit

SURVEY RESULTS

Preliminary findings from a questionnaire sent to area school superintendents and principals were reported. The questionnaire to superintendents contained sixty-two (62) competency statements covering the areas of curriculum and instruction, personnel, organizational management, finance and business management, facilities, political and intergovernmental relationships, and school-community relations. The questionnaire to principals contained thirty-nine (39) items covering the areas of curriculum and instruction, funds and facilities, school-community relations, pupil personnel services, and professional and support personnel.

The ten competencies, which the superintendent should be able to do, rated most important by superintendents were (not in rank order):

Curriculum and Instruction

1. Involve the staff, board, students and the public in establishing and revising the instructional objectives of the school

2. Create and operate staff development and supervision programs

Personnel

3. Develop and use a continuous program for personnel evaluation

4. Direct the role of management in the collective bargaining process

Organizational Management

5. Recommend to the board the allocation of resources (human, physical, financial) on a priority basis in order to effectively and efficiently implement board policies toward established goals

6. Recognize his strengths and weaknesses, and build a management team to complement his strengths and compensate for his weaknesses

Financial and Business Management

7. Understand school law and relevant legal opinions

8. Administer the development and execution of budgets in order to implement district plans and programs

9. Generate a budget which includes educational, revenue, and expenditure plans

School-Community Relations

10. Identify the community power structure

The ten competencies, which the principal should possess, rated most important by principals were (not in rank order):

Curriculum and Instruction

1. Plan, direct the implementation of, and evaluate program improvements

School-Community Relations

2. Organize and maintain effective two-way communication with the community

Pupil Personnel Services

3. Maintain effective discipline in the school

4. Understand "due process"

5. Develop student rules and regulations consistent with law and district policy

Professional and Support Personnel

6. Use various methods for the evaluation of teaching

7. Utilize staff effectively to meet educational goals

8. Create and operate staff development and supervisory programs

9. Apply selected scheduling techniques

10. Develop and implement an effective program of orientation and induction of professional and support personnel

IMPLICATIONS

What are the implications of change for programs in educational administration?

1. School relationships with government and the community

   a. Increase the knowledge of municipal government and of governmental interrelationships

   b. Develop a willingness to be involved and an understanding of what public involvement means

   c. Increase skills in contract administration and dispute resolution techniques

2. Curriculum and instruction

   a. Increase knowledge and skills in implementing and evaluating the curriculum and instruction process

   b. Emphasize how the organization can respond to criticism, research, and technology

   c. Test alternative approaches to doctoral degree study

      (1) Research-based versus field-based programs

      (2) Group research; on-going research with a faculty member

3. Management and personnel

   a. Provide training in observation and evaluation, interview techniques, and human relations

   b. Increase practice in decision-making and leadership of groups

   c. Provide training in time management and delegation of tasks

4. Students

   a. Develop understandings of how students may know themselves

   b. Increase awareness of community support services

   c. Develop ability to relate effectively to people

   d. Increase leadership skills in assessing and directing curriculum-adaptation to learners

   e. Prepare administrators for cooperative decision-making

5. Funds and facilities

   a. Develop skill in shaping public opinion to provide resources to schools

   b. Develop knowledge of the political process

   c. Increase planning skill and data-based decision-making

   d. Increase knowledge of accounting systems; the ability to gather needed data, to interpret and communicate financial data

   e. Develop the positive uses of budgeting

DISCUSSION

The invited guests were requested to reflect on the workshop's activities and to offer suggestions for further consideration.

1. Emphasize the day-to-day responsibilities of the principal.
2. Teachers and students need to be motivated.
3. Believe in the ability of students to learn.
4. The administrator must put his priorities in the proper order — curriculum versus control and athletics.
5. State goals and show whether they have been reached.
6. The administrator should not fear leading curriculum planning.
7. Emphasize kids; avoid getting distracted.
8. Look at the competition (external doctoral programs) and beat them at their own game.
9. Recognize that schools are threatened.
10. The school is no place for persons looking for security.
11. The administrator should be self-confident, provide leadership, and enjoy and use change.
12. The community wants to make personnel decisions on merit, not seniority.
13. The school needs people who like children and who want to help them.
14. Screen out educational administration students who show little leadership potential.
15. Emphasize instructional leadership versus a management role.

CONFERENCE EVALUATION

Your responses to the following items will be helpful in evaluating the worth of this conference. For each of the statements listed below, mark the line that best represents your reaction.

1. The purpose of the conference was

   clear 12 6 1 ____ ____ unclear

2. This experience was intellectually

   stimulating 10 5 3 1 ____ not stimulating

3. The opportunity to express your views was

   sufficient 16 2 ____ ____ ____ insufficient

4. The process made ____ use of the available time.

   good 9 6 3 1 ____ poor

5. The physical arrangements were

   adequate 12 2 4 ____ 1 inadequate

6. The conference was

   enjoyable 13 6 ____ ____ ____ not enjoyable

7. Do you have any suggestions for changing the format for future conferences?

8. To what extent did the conference serve useful ends?

9. Comments, suggestions, etc.

7. Do you have any suggestions for changing the format for future conferences?

"I'd like to hear a lecture (20 min.) from a national authority on program preparation. He would be useful in 'setting the stage.'"
"Continue in an on-going series yearly. Focus on specific courses which address (or undress) the problem or issue."
"More extended time in small task groups, less time in general sessions"
"Add an individual response component; it provides data upon which small groups can act."
"The areas discussed in the morning could have been shortened to allow more time for the afternoon topics — basically the goal of the conference received too little time. I would liked to have had more discussion by other members from the small groups."
"Prepare written forms for responses — insures common directions and responses in a format which allows aggregation of data."
"Time for interaction after final group reports."
"The survey results were not useful in our process."
"Focus on clear and precise language — a lot of educational jargon floating around"
"More time to relate brainstorming to program"
"Do not use brainstorm technique which has been used for more than 35 years in ed. admin."
"Greater number of outside participants"

8. To what extent did the conference serve useful ends?

"Considerably" "Process moved logically" "Quite useful"
"Very useful to me" "Helpful but overly practical"
"Excellent beginning for long range planning"
"Review and support of personal philosophy"
"It marked a very promising beginning in needed program review and development."
"Reinforced inter-relatedness and interdependency on all aspects of Human Services Administration."
"I leave more optimistic and slightly 'charged.' That's hopeful!"
"I feel that Temple will change with the times and update their program."
"Will depend on the usage of the conference in program planning"

9. Comments, suggestions, etc.

"Please continue!"
"I am happy that Temple is asking for outside suggestions"
"Less time — for outsiders"
"Good interaction of all classes of participants"
"Having an external facilitator worked well."

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